



Writing Game



Overview

We envision a gameful/educational experience in which the student will be taught how to write a professional, properly formatted business memo within a workplace environment. Students will be put into a simulated situation in which they will need to help a manager send out a memo. They will watch educational footage and play through scenario driven exercises that will prepare the student for delivering a proper memo. This will be a helpful practice for students prior to turning in their memo deliverable.

Goals

- Teach students the four pieces of information that are included in the heading of the memo. Date, To, From, and Subject.
- Teach student proper introduction to memorandums.
- Teach students to write proper content for the body section of the memorandum.
- Teach students how to make a proper conclusion section to a memorandum.



Challenge-Based

Students compose written materials based on real-world challenges that are introduced immediately. This provides the students with some context for what they are learning, while they are learning it.





Instructor Materials

Once the students understand the challenge, they are guided to videos and other resources from their instructor that provide educational context for the real-world challenge.

This module's video can be viewed at <http://inkdlab-writing-game-week1.herokuapp.com/assets/videos/lesson.mp4>



Meeting students at their confidence level

The activities offer the students three levels of challenge. Students who are less confident in their writing may wish to progress through all three levels.

Students with significant writing experience may want to skip to the Advanced challenge to demonstrate their level of performance on this module's competencies.





Real-World Skills: Information Gathering

In addition to the primary goal of practicing good business writing, this game encourages students to practice professionalism in other areas.

In this part of the game, students must make phone calls in order to investigate the incident that angered the customer.



Choice-Based Conversations

Students are offered several approaches to each step of the conversation as they try to elicit information about the situation in a professional but friendly manner.





Emphasizing Format and Content

The intermediate “drag and drop” module asks the student to select the best way of explaining the information that she has gathered and to put this information in the correct format for a business email.

Students can also refer to “key note” information that they gathered (if they chose to make any phone calls) to help them in composing the email.





Immediate feedback

Students are given immediate feedback on their attempts on the beginning and intermediate level activities.

Students can repeat these activities as many times as they want until they feel confident enough to go to the advanced activity.

The advanced activity's results are sent to the instructor so that the student can receive personalized feedback on their skills.

So far, students who have replayed the practice modules have made an average of three attempts in an effort to perfect their responses before doing the advanced activity for their instructors!



Incorrect... Give it another try!

- Don't tell the person you're writing to what they said.
- Don't use exclamation marks.
- Use clear language to describe why you are writing and what you are doing.
- "Cheers" is not formal. This is a formal email. Use "Sincerely" and give your full name.